



PLUMPTON

COLLEGE

Student Behaviour Management Policy and Procedure

This policy sets out a framework for dealing with student behaviour concerns.

This policy applies to all students of Plumpton College, including 14-16, full-time further education, part-time, Higher Education and apprentice students for all their timetabled lessons.

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The SMT is delegated to approve minor changes to the policy in response to legal changes and best practice.

1. Policy context and principles of behaviour

1.1. Our aim at Plumpton College is to equip students with professional behaviours which enhance their success in their chosen careers. These behaviours are summarised as follows:

The infographic is titled "Our Expectations" and is divided into three main sections. On the left, there are six circular icons representing different behaviours: Ambitious (shield with checkmark), Professional (shield with star), Supportive (shield with heart), Enterprising (lightbulb), Progressive (atom), and Passionate (heart). These are grouped under three main headings: "Respect" (covering Ambitious and Professional), "Independence" (covering Supportive and Enterprising), and "Dedication" (covering Progressive and Passionate). The central part of the infographic is a dark blue box with the text "Our Professional Workplace at PLUMPTON COLLEGE ...preparing you for your future career" and the college's crest (EST. 1926). On the right, there are three white boxes with lists of expectations:

- Respect**
 - Respect yourself and each other
 - Respect our community and environment
 - Be considerate in your language, volume and conduct
 - Dress code - appropriate attire for the workplace
- Independence**
 - Be motivated - attend, be on time and be ready to learn
 - Be willing - to open your mind and embrace new experiences
 - Wearing lanyard and following safeguarding procedures
 - Taking responsibility
- Dedication**
 - Be positive
 - Be the best you can be
 - Belong to our community
 - Be proud
 - Attend all timetabled lessons and exams

1.2. The college will provide an example of a professional workplace aligned to extra guidance and support in order to enable students to acquire the professional skills required for the workplace and to ensure that members of the college community can work and study in a safe and secure environment.

1.3. All members of the College staff act as role models to students and support positive student behaviour by setting high standards and expectations. Staff recognise and reward positive behaviours with praise, supporting the development of students' self-esteem, pride and self-discipline. Equally, all staff are expected to challenge and report negative behaviours.

1.4. The college acknowledges that the behaviour of the vast majority of the College's students is exemplary - they are responsible, considerate and respectful of others and their environment. In turn, this drives our expectations of the entire student body and acts as a benchmark for interventions where necessary.

1.5. This policy applies to the minority of students who do not yet behave in the way we expect them to and is designed to strike an effective balance of support and consequence from which we expect students to demonstrate progress and self-development.

- 1.6. The implementation of this policy is escalatory in nature ensuring that students are given the opportunity to demonstrate satisfactory progress whilst also applying a differentiated response based upon the severity of concerns presented.
- 1.7. The college recognises that sometimes negative behaviour is an indicator of a safeguarding concern, and we will always ensure that this is considered, and appropriate responses are made.
- 1.8. The college will endeavour to ensure that parental involvement¹ is central to college actions when behaviour concerns require intervention, parental awareness, support and escalation through this policy. When necessary, this may also extend to external agency support.
- 1.9. Parental involvement would mostly take the form of meetings (in person or virtual) but may also be undertaken by email or phone.
- 1.10. Usually, no student will be expelled for a first breach of discipline, except in cases of serious misconduct (see Appendix 2). However, students may enter the behaviour management process at any point depending on the nature of the misconduct.
- 1.11. The College's Behaviour management Procedure is wholly separate from civil or criminal legal proceedings. In cases where a Police investigation is triggered the College will minimise any internal investigative work concerning the offence to avoid compromising Police efforts.

2. Informal behaviour management

- 2.1. See Appendix 1.
- 2.2. Informal interventions such as managing low level behaviour and basic reprimands form part of the daily contact between staff and students and could be made by any member of staff at any time and will be recorded on Pro Monitor as a "Cause for Concern" in the learner comments. This ensures that a clear profile is maintained on each student within a forum visible to both staff, parents and the student themselves.
- 2.3. The Programme Manager is responsible for reviewing Cause for Concern comments to consider whether escalation through this policy is required. The ProMonitor system will prompt this review where, in any 30-day period, three or more Cause for Concern (s) against a student have been recorded by any college staff member. In most cases, the Programme Manager will then liaise with the Personal Tutor (s) to agree to address the concerns directly with the student. This should take the form of a 1:1 meeting and be recorded as a "Learner Meeting" on Pro Monitor.

¹Such persons would be those identified during the enrolment process and may therefore include parents, guardians, carers, identified family members, personal sponsors etc.

2.4. Any decision taken by the Programme Manager to escalate the matter to a “Performance Review” will consider factors such as the seriousness of concerns raised, the informal interventions undertaken so far and whether a pattern of behaviour is evident.

3. Performance Reviews

3.1. See Appendix 1.

3.2. Performance Reviews are arranged and delivered by a member of the college management team. They represent a formal stage of behaviour management in which the relevant manager meets with the student and parents/guardians² to clarify the concerns present, to demonstrate the interventions undertaken to-date and to set targets and actions against which the student’s future conduct will be measured.

3.3. The member of staff leading the review meeting will have due regard to the following:

- a) That the student has had the opportunity to access a representative to accompany them in the meeting (this would ordinarily be the Tutor or should be a member of the Inclusive Learning Support team for students with an ECHP).
- b) That any support needs for the student have been considered and met in planning the meeting.
- c) That the reasons for the review are re-clarified at the beginning of the meeting to ensure a common understanding.
- d) That the student has an opportunity to respond to any allegations made or concerns raised. If necessary, a review meeting can temporarily be adjourned to allow time to do so.
- e) That the student’s representative and/or parents have the opportunity to present any mitigating information, and the Student Wellbeing & Safeguarding team have been consulted on safeguarding concerns relating to the intervention.

3.4. The targets and actions set will differentiate according to the concerns present and, in some cases, may be confirmed after the meeting has closed. Where possible they will provide an opportunity for a student to learn to modify their behaviour. As an example, they may include the following:

- A requirement to achieve a stated attendance percentage.
- Successful engagement in a programme of behaviour coaching.
- Undertaking a resilience workshop.
- The remediation of any damage or harm caused.
- Being placed “on report”.

² Subject to learner status such as age, vulnerability and data sharing consent
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- 3.5. The outcome of Performance Reviews will be recorded on ProMonitor as a "Learner Meeting" and emailed to the student. Where appropriate, the outcome will also be emailed to parents/guardians.
- 3.6. If the college manager considers that a student has failed to successfully meet targets set in a previous Performance Review then a Formal Warning will be issued.

4. Formal Warnings

- 4.1. See Appendix 1.
- 4.2. The issuing of a formal warning is a significant step within this procedure and it represents a point in time from which all future behaviour judgements will be based.
- 4.3. A student can receive either a First Formal Warning or a Final Formal Warning. Due to the process of escalation within this policy most students would progress from a First Formal Warning to a Final Formal Warning if the Performance Review demonstrates that unsatisfactory progress has been made by the student.
- 4.4. A First Formal Warning should be issued by the most relevant member of the college management team (for example; Curriculum Manager; Student Experience Manager); ideally those persons previously present at the Performance Review should be re-convened to discuss the reasons for the warning and the further targets, action and review date that will apply to the student going forwards.
- 4.5. A Final Formal Warning can only be given by a member of the Senior Management Team. The delivery of the warning will align to the principles set in 4.3 above.
- 4.6. In most cases a student will be requested to provide a statement ahead of the Performance Review at which a warning is due to be issued. This statement is an opportunity for the student to provide their own reflection of their behaviour and state any mitigating factors that they feel should be considered by the college.
- 4.7. Notice of any disciplinary sanction will be placed on the student's file and recorded on ProMonitor as a "Learner Meeting" where it will remain until the end of the student's programme of study. Records of any disciplinary action will remain within a student's file and be retained by the College for six years following the end of the course.
- 4.8. Appendix 2 provides examples of circumstances in which a student may revert to a Formal Warning immediately without prior informal interventions being undertaken.

5. Exclusions from college

- 5.1.** See Appendix 1.
- 5.2.** If a student fails to meet the targets set in a Final Formal Warning the member of the SMT convening the Performance Review may make a recommendation for permanent exclusion.
- 5.3.** This recommendation is considered by a panel of staff and is convened to ensure that exclusion decisions made about students are not undertaken by a single member of the SMT. The panel will comprise at least two members of the SMT, the relevant Curriculum Manager and/or Programme Manager and a representative from Student Services, Student Wellbeing & Safeguarding or the ILD team (where appropriate and relevant). If relevant staff are unable to attend then they will provide feedback to the panel in advance which will be considered at the meeting.
- 5.4.** The student and parents are not permitted to attend the panel meeting but will be given an opportunity to provide any further mitigating information beyond that shared at the Performance Review. This information will be considered by the panel.
- 5.5.** If the panel support the recommendation for permanent exclusion made at the final formal review, then the student will be permanently excluded from the College.
- 5.6.** Where possible the confirmation of exclusion will provide guidance on potential next steps within alternative education and development routes available to the student.
- 5.7.** Appeal against exclusion will be undertaken by the Principal and a member of the Governing body. Refer to Appendix 3.
- 5.8.** Any exclusion against which an appeal is made shall continue to operate pending the determination of the appeal.
- 5.9.** Any student excluded from the College under this policy will not be permitted to re-enrol at any time on a course run by the College without the express permission of the Principal.

6. Suspensions from college

- 6.1.** A suspension is a temporary measure which means that the student may not attend College or participate further within the course for a period of time. The student may be provided with work to undertake at home during the suspension period in order to continue progress on their course. During a suspension period the Person Tutor will be their first point of contact.
- 6.2.** A suspension may be a disciplinary measure as part of the formal procedures or a neutral act whilst further investigations are taking place. The Curriculum Manager will be responsible for liaison with the suspended student and parent/guardian.

- 6.3. A student may be suspended from residency and continue to attend college and participate within the course where the circumstances of the suspension are purely related to the Terms and Conditions of Residency.
- 6.4. Either a member of the SMT, a Curriculum Manager, the Student Experience Manager or the Safeguarding and Wellbeing Manager have the power to suspend a student for a serious breach of discipline for a period not exceeding ten working days and shall inform the Curriculum Manager of any suspension.
- 6.5. The reason for suspension will be given by email to the student and parent within one working day. This will be issued by the member of staff dealing with the suspension and it will include the reason for the suspension, the type of suspension (fixed term or indefinite), proposed day of readmission (if appropriate) and, where appropriate, arrangements for students to continue with their studies and to take examinations.
- 6.6. The staff member delivering the suspension will record this action on Pro Monitor (ensuring that the suspension “badge” is applied to the student’s profile) and notify Student Records (for the attendance mark on the register).
- 6.7. A Performance Review will be convened to consider the terms applicable to the student’s re-admission to the college. The level at which the Performance Review is held (CMT or SMT) will depend on the reasons for the suspension and previous disciplinary interventions undertaken.

7. 14-16 years school students

- 7.1. Separate arrangements apply to students attending college on release from a school. Responsibility for any disciplinary management and action primarily rests with the school and in all cases the College will liaise fully with the school.
- 7.2. In support of 1.1 – 1.12 above, the College reserves the right to suspend and/or exclude 14-16 years school students from the College. If a member of the SMT, Curriculum Manager or Duty Manager decides that it is necessary for a 14-16 years school student to leave the premises, the school or the student’s parent/guardian will be contacted and asked to collect the student.
- 7.3. Electively Home Educated Students will follow the same process as all other FE students.

Appendix 2 – behaviour classifications

The tables below list the types of behaviour that are dealt with under both informal and formal procedures. Sometimes the offence committed is sufficiently serious to by-pass the informal procedure and revert immediately to any stage of the formal procedure. This table is intended to act as a guide and the lists within are not exhaustive.

Examples of behaviour that would be dealt with informally by all staff and recorded as a Cause for Concern on Pro Monitor

- Abusive, threatening or offensive language (verbal, written, including online)
- Failure to wear their lanyard and ID
- Undue noise disturbance
- Failure to follow staff instructions
- Smoking in non-designated area
- Dropping litter
- Disruptive or disrespectful behaviour
- Disrespect to College property
- General misbehaviour
- Parking infringements
- Poor attendance
- Poor punctuality
- Disruption to learning
- Missing work submission deadline
- Poor behaviour on College transport

Examples of behaviour that would warrant a Performance Review by the Curriculum Manager

- Failure to produce student identification, confirm who they are or confirm which course they are studying
- Repeated informal interventions by staff – ‘3 strike’ rule for conduct issues
- Failure to meet the targets set when on report
- Attendance drops below 85%
- More than 3 assignment submissions outstanding
- Dangerous driving onsite
- Anti-social behaviour
- Low level criminal activity such as theft and vandalism (including misuse of computer equipment or software)
- Violent, indecent, disorderly, threatening and offensive behaviour or causing harm to others
- Emotional harm to another person which includes harassing, victimising, or discriminating against any person on grounds of age, disability, race, ethnic or national origin, religion or beliefs, sex, sexual orientation, gender identity, gender reassignment, pregnancy, maternity, marriage or civil partnership, socio economic background
- Poor behaviour on College transport

- Actions which cause others to be at risk
- Actions that affect the College reputation on trips, visits or Work Experience
- The use of rude, insulting, abusive or offensive language towards staff, students or external stakeholders
- Failure to follow residential access rules
- Non-payment of library fines
- Failure to meet targets set by a Personal Tutor/Programme Manager.

Examples of behaviour that would warrant a Performance Review by a member of the SMT

- Failure to improve following first formal warning or escalation of any above listed concern
- Sexual misconduct (this includes sexual harassment, sexual assault, sexual abuse and any conduct of a sexual nature that is without consent (including conduct online/via social media or use of technology)
- Supply of alcohol to students aged under 18 years
- Sale of alcohol, tobacco or drugs on site
- Continued or severe emotional harm to another person
- Theft, fraud, deliberate falsification of records
- Incapacity caused by being under the influence of alcohol or drugs
- Actions that compromise the health and safety
- Child on child abuse
- Substance abuse
- Possession of, or dealing in any illegal drugs or 'legal highs' (including drug related paraphernalia)
- Aggressive, threatening behaviour or physical violence
- Any other criminal activity
- Plagiarism or exam irregularities

Appendix 3 – Appeals against exclusion

A student (or their parent/guardian if under 18 or with an EHCP) is able to appeal any of the sanctions resulting from the exclusion panel review meeting and should inform the Principal by email within ten working days of notification of exclusion, to complaints@plumpton.ac.uk

The appeal is not designed to be a re-hearing of the Performance Review and the appeal letter should state on which of the following grounds the appeal is being lodged:

- That the proper formal review procedures were not observed with an explanation of areas where non-observance occurred and that as a result of this non-observance:
- An unfair judgement was reached on the student
- The student suffered a loss of opportunity to transfer to an alternative education provider in a timely fashion
- That evidence has become available which was not presented to the hearing, and which may have a bearing on the case. Exact details of the evidence must be given.
- That the Performance Review penalty is considered to be unfair or inappropriate.

The PA to the Principal will advise the SMT involved in the Exclusion Panel Review that an appeal has been received and ask them to provide a written summary of the case and reasons for decisions at least three working days before the hearing, together with copies of any evidence to be used at the appeal hearing. The SMT will also be asked if they will be calling witnesses to give evidence at the hearing.

The PA to the Principal will ask the student to prepare a written statement of their case and provide this within at least three working days of the hearing. The statement should include the student's reasons for the appeal and indicate what remedy the student is seeking. The student will also be asked to confirm if they will be calling witnesses to give evidence at the hearing.

The student (or student's representative) and appeal panel will be provided with an appeal pack at least three days in advance of the hearing which may include the hearing procedure to be followed, copies of any formal review evidence such as incident reports and witness statements and the management case.

The appeal hearing will be arranged as soon as reasonably practicable. When arranging the date of the meeting a check will be made of whether the student has any family, religious or other cultural events which might influence the date of the meeting.

The appeal panel will comprise:

- The Principal – to act as Panel Chair
- A member of the Governing body – (Panel Member)
- Senior Management Team – (depending on who made the decision to exclude the student)
- Student and their parent/guardian or someone to provide personal support
- Witness(es) may be called by the student and/or College as appropriate
- A minute taker

At the appeal hearing, the student will be entitled to be accompanied and represented by a friend, student representative or relative (but not legal or another professional adviser).

Notes of the appeal hearing will be taken and will remain on the student's file for the duration of the retention of the file – six years. The notes of the hearing will be made available to the student on request.

Where an appeal is upheld then a programme to support the student return to College will be developed. Where an appeal is not upheld, the College will, wherever possible, provide advice and guidance to the student on future training and career paths.

When a student has exhausted the College's appeal procedures, the student has the right to make a complaint to the Education and Skills Funding Agency or Ofsted and would be provided with information on this should the appeal be rejected.

Failure to Attend the Appeal Hearing

If a student fails to attend a hearing (including an appeal hearing), those conducting the hearing will contact the student to ascertain the reason for his/her absence and will decide whether to proceed in his/her absence or re-arrange the hearing to another time. If the student is absent for a valid reason which could not reasonably have been foreseen, the hearing should normally be rearranged once. If the student cannot be contacted or if no valid reason can be produced, the hearing/appeal hearing may proceed in their absence and a decision reached. The decision will be made from the evidence available at that time. The student will be informed of the decision in writing within five working days of the hearing.

Procedure for Appeals against Exclusion

The Chair will call in the Student, the Student's representative and the decision maker³ and outline the procedure to be followed (as set out below) and advise that notes of the meeting will be taken.

1. The student to present their case including any mitigating circumstances to be considered and the remedy sought.
2. The student to call witnesses (if any).
3. The decision maker to be given the opportunity to ask questions of the witnesses and student through the Chair.
4. The Chair to ask questions of the witnesses and student.
5. Student's witnesses to withdraw.
6. The decision maker to state the College's case.
7. The decision maker to call witnesses (if any).
8. The student to be given the opportunity to ask questions of the witnesses and decision maker.
9. The Chair to ask questions of the witnesses and decision maker.
10. Decision maker's witnesses to withdraw.
11. The Chair to ask any additional questions of the student and decision maker.
12. The student to be given an opportunity to sum up their case.
13. The decision maker to be given an opportunity to sum up the College's case.
14. The Panel to review the case in private (with an administrator present) and make decision.
15. Student and decision maker to be recalled and informed of the decision.

³ *decision maker refers to the member of staff that excluded the student (i.e. the Deputy Principal or Vice Principal)*